



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

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| <u>Date:</u> 5/23/2013 | <u>Interviewer:</u> Laura Eckert | RFA #13 – 26 |
| <u>Person(s) Requesting Assistance:</u> [REDACTED] | | |
| <u>Contact Numbers (telephone, e-mail, etc.):</u> [REDACTED] | | |
| <u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> WWU student | | |
| <u>Requested Assistance Pertaining To (name, position, policy, project, etc.)</u> Discriminatory comments by professor | | |
| [REDACTED] | | |

To the best of your knowledge, please fill out the following:

Interviewee Status: Male Female Administrator Faculty Staff Student
Concern Regarding: Male Female Administrator Faculty Staff Student

Category: (Please check at least one)

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| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation |
| <input checked="" type="checkbox"/> Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression | | | | |

| Time Line | | |
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| Date | Item | Comments |
| 5/23/2013 | LKL t/c w/ [REDACTED] | Student in [REDACTED] class taught by [REDACTED]. Professor makes what [REDACTED] views as discriminatory statements – negative regarding transgender statements, “women don’t dunk” “women can’t play 5 rounds of tennis.” Wants to drop class but doesn’t want to lose funds or hurt financial aid. |
| 5/24/13 | Lynae call to [REDACTED] | Scheduled appt for 5/28 |
| 5/29 | t/c from [REDACTED] | Not feeling well, need to reschedule, doesn’t want to go to class because of triggers |
| 5/30 | Intake | [REDACTED] feels [REDACTED] is very heteronormative, teaches in terms of men and women. On May 7 test, a question was, “intersex people are ___: choices were (a) not human (b) human (c) evolutionary throwbacks or (d) not like you.” She stressed in class that intersex people are human like us. [REDACTED] wants [REDACTED] to be more inclusive, not so heteronormative. |

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| 5/30 | LE o/c SGS | |
| 5/30 | LE follow up [REDACTED] | Check in with [REDACTED] regarding resources on campus [REDACTED] says she naturally suffers from anxiety, currently in counseling. |
| 5/31 | SGS t/c Dean [REDACTED] | Concern raised re [REDACTED] instructor |
| 5/31 | LE t/c to Dept Ch [REDACTED] | Lm, briefed [REDACTED] re allegations w/o using student's name, he attended yesterday's class, she did say "intersex" but [REDACTED] does not recall it being in an offensive way |
| 5/31 | LE t/c to [REDACTED] 1 pm | [REDACTED] lm Sent email, pls call |
| 6/3 | LE o/c [REDACTED] | Dr. [REDACTED] said she can't be politically correct in this class, that [REDACTED] often does not come to class or walks out of class, that in every lecture she includes male female and intersex, that she gives people warnings about what is in documentaries, that she can see where [REDACTED] is coming from with the question on the test and she will rephrase that question going forward. I showed a documentary on physiological differences, that women's hearts are smaller, less capacity to play 5 rounds of tennis. She would be very happy to talk with [REDACTED]. She will take the conversation seriously and reflect. She will work with [REDACTED] so she can finish missed classwork. |
| 6/4 | LE t/c [REDACTED] | Class should be okay today and so should exam, schedule appt for Thurs |
| 6/4 | t/c from [REDACTED] | Concern with [REDACTED] classwork, concerned she will fail class b/c she has not completed many assignments, needs [REDACTED] to talk to her to be part of solution |
| 6/4 | LE t/c to [REDACTED] | Talk to [REDACTED] after class today or during office hours, [REDACTED] told me you are behind in class and have not done [REDACTED] portals, she needs you to talk to her to see if she can help you be successful in class I will definitely do that- thought I had done 5-6 portals. |
| 6/6 | o/c [REDACTED] | [REDACTED] has a hardship withdrawal form signed by her counselor. She will take to Michael sledge, intended to withdraw but illness kept her from class. LE reviewed interview with [REDACTED], see notes |
| 6/11 | LE t/c to [REDACTED] | Lm, pls call Met with [REDACTED], very cooperative and understanding, really wants [REDACTED] to be successful, understood how [REDACTED] could have felt offended on exam question and some of class, also felt [REDACTED] did not attend a lot of class and was on phone during class at times and may have missed some context. |
| 6/11 | t/c from [REDACTED] | Left message |
| 6/11 | t/c [REDACTED] | He talked to [REDACTED] after I met with her, Differences in teaching material, thanks for reporting back, seems fine. |
| | | Dean [REDACTED] out, set up phone call for 6/17 |

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| 6/17 | LE t/c Dear [REDACTED] [REDACTED] | <p>About 2 weeks ago, Sue briefed you on a concern from a student in [REDACTED] [REDACTED] of [REDACTED] class regarding classroom material and a test question that this student felt was incorrect or insensitive towards transgender people. I talked with the student and [REDACTED] and feel that [REDACTED] took the concerns seriously and is reflecting on the issues raised. The student acknowledged not being in class and not paying full attention and possibly missing some context, yet maintains that there were some inaccurate statements. The student has sought a medical hardship withdrawal because class content triggered condition.</p> <p>EOO tried to be supportive of student and emphasized we are here as a resource.</p> |
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Resolution:

Resolved to Individual's Satisfaction [R]

Unresolved [U]

Transitioned to Complaint [F]

Referred to another University Office